DOCUMENT RESUME

ED 449 064 SO 032 141

AUTHOR	Lipke, Tamara
TITLE	Lesson Three: Evolution of a National Identity and an International Voice. Australian Studies High School Series. History Unit.
INSTITUTION	Australian Education Office, Washington, DC.
PUB DATE	1998-00-00
NOTE	14p.; Funded by the Department of Foreign Affairs & Trade through the Embassy of Australia's Cultural Affairs Office, Washington, D.C. For other lessons in this series, see SO 032 139-142.
AVAILABLE FROM	Australian Education Office, 1601 Massachusetts Avenue, NW, Washington, DC 20036. Tel: 202-332-8285; e-mail: edu@austudies.org; Web site: http://austudies.org/aeo/index.html.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Area Studies; *Colonialism; Cultural Context; Foreign Countries; High Schools; *International Relations; *Nationalism; Social Studies; *World History
IDENTIFIERS	*Australia; Australian History; Great Britain; Historical Background; *National Identity

ABSTRACT

This lesson, one of four stand-alone lessons that examine Australia as an aspect of world history, addresses the relationship between Australia and Great Britain, exploring Australia's peaceful move to self-rule, membership in the Commonwealth, and development of nationality. The lesson has two parts. In the first part, "Formation of a Nation," students evaluate the factors that led to Australian federation and compare the process and relationship Australia had to Great Britain with the experience of other British colonies such as Canada, India, and Ireland. In the second part, "Republic--Yes or No?" the students trace Australia's historic relationship with Great Britain and the United States. The lesson contains a teacher introduction, four handouts, suggested activities for each part, and follow-up activities. Contains 16 sources. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 064

Lesson Three: Evolution of a National Identity and an International Voice. Australian Studies High School Series.

Lipke, Tamara

Australian Education Office, Washington, DC.

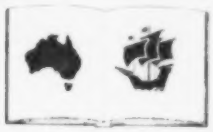
SO 032 141

John D. Wells

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Australian Studies



High School Series

History Unit

Lesson Three: Evolution of a National Identity and an International Voice

Materials for Lesson

Handout #1a: Documents
Handout #1b: Graphic Organizers for Documents
Handout #2: Compare and Contrast Graphic Organizer
Handout #3: Republic - Yes or No? Newspaper Headlines
Handout #4: Republic - Yes or No? Debate Fact Sheet
Blank Paper for political cartoons

Objectives

Students will...

- evaluate the role that the factors of nationalism, politics, economics, and culture have played in the formation of the nation of Australia.
- compare the development of Australia to other national developments, i.e., Canada, Northern Ireland, India.
- analyze the relationship that Australia has had with Great Britain throughout its history.
- identify global events that have influenced Australia's identity and role in the global arena.
- analyze the evolution of Australian national identity and the events that have impacted on it.

Teacher Introduction

The Universal Declaration of Human Rights proclaims that everyone has the right to nationality. Using Australia as a case study students will learn that the nature of the relationship Australia had with Great Britain greatly influenced its peaceful move to self-rule, membership in the Commonwealth, and development of nationality. There were also many other factors that influenced and shaped the formation of this nation. Australia's national identity and role in the world have shifted considerably since its federation in 1901. This transition is highlighted in the national debate of republic versus constitutional monarchy.

This lesson is divided into two parts: "Formation of a Nation" and "Republic - Yes or No?" In the first part, the students will evaluate the factors that led to Australian federation and compare the process and relationship Australia had to Great Britain with the experience of other British colonies such as Canada, India, and Ireland. In the second part, the students will trace the historic relationship that Australia has had with Great Britain and the United States. These relationships and the events that have shaped them have also impacted on the Australian national identity. The growing sense of nationalism is then highlighted for the students in the republican debate. Connections with this debate can be made to the public discussions occurring in Quebec, Canada, Northern Ireland, et. al.

Historical Background

Formation of Nation

The 1800s saw the continued settlement of Australia and the Industrial Revolution caused widespread and profound change in society. Due to its formation as a society in the 19th century Australia did not see the regional development of culture which took place in the United States. Australians came for the most part from British and Irish society. "The Chinese and Kanakas were regarded as complete outsiders from whom nothing could be gained and with whom little could be shared, while the Aborigines were deemed as scarcely belonging to the human race." (Molony, 1987, 149) Within this cultural context the political questions of the day such as the debate over free trade versus protection of interstate trade took place through a labor movement involving both the bush and urban workers. After the economic prosperity of the gold rushes, economic structures broke down, pastoralism was in decline in part due to drought, and labor relations were strained. With the problems facing the economy and the labor movement there was a need for direction and so the question of union could be considered.

In the mid-1850s administrative unity of the continent was attempted by the appointment of Charles Fitzroy as Governor-General of all of Queen Victoria's Australian possessions. This position was allowed to lapse and differing fiscal policies and local jealousies negated any steps to unite the colonies under one government.

A conference was held in 1890 in Melbourne and was attended by political leaders from all of the colonies, including New Zealand. (The factors that influenced this conference and eventual federation are detailed in the students handouts.) It was tariffs that remained the main obstacle to federation as well as the concept of retaining autonomy for the colonies once they became states which was continually deliberated. In 1897, it was agreed that a convention should be held with representatives from each colony to draft a constitution. Three years later, using the Canadian and U.S. Constitutions as models, the Australian constitution was completed and the majority of voters in each colony agreed in a referendum to the federation. The Commonwealth of Australia was born on January 1, 1901.

Until 1931 Australia enjoyed a very close relationship with Great Britain in terms of its domestic as well as foreign affairs. In that year the British Parliament passed a law, the Statute of Westminster, giving self-

Australian Education Office May be reproduced for educational purposes only

governing countries of the British Commonwealth the freedom to run their own affairs. The Governor-General would now be appointed on the advice of the Parliament and Prime Minister rather than the British monarch. "Dominions", as these nations were now called could decide whether to go to war alongside Britain in any future conflict. Australia did not pass legislation to put this into effect until 1942. When India gained its independence in 1947, the British Empire virtually disappeared. The newly independent nations became members of the Commonwealth of Nations and nearly all remain within that association today. Most member nations of the Commonwealth are republics.

The rise in nationalism in Australia since World War II has shifted focus away from the individual Australian state's power as well as the need and desire to be tied closely to Great Britain. The nation of Australia's power is considered now before the state of Queensland's power for example. There was a link established with the United States during World War II that has grown stronger throughout the twentieth century. This relationship was fostered by mutual interests in fighting in the Pacific theater of World War II and in the Cold War conflicts in Asia particularly South East Asia. There were contacts earlier on (for example during the Gold Rush years), but these more recent events coupled with a similar history have helped to forge stronger ties that continue between the two nations.

Structure of Government

The Federal government is located in the capital city, Canberra. A state government operates in the capital city of each state and territory. While the state government looks after the interests of its people, the federal government looks at larger issues such as foreign affairs, trade, and the economy. The powers of each government are outlined in the constitution and each citizen is represented at both levels of government in the Parliament.

The executive power of the Commonwealth lies in the Queen of England and is exercised by the Governor-General as the Queen's representative. In practice, the Queen has very little to say in how Australia is run. Policy is made without her being consulted. The monarch still has some power and some would like this changed. Thus, the republican movement. Most Australian parliaments are bi-cameral with a senate (upper house) and a House of Representatives (a lower house). The governing party exercises considerable control over Parliament and the legislative process.

The real power of Parliament lies with the Prime Minister and the cabinet. Cabinet members in Australia are elected members of the Parliament. The leader of the cabinet is the Prime Minister. The Prime Minister has two powers over his colleagues: The right to ask the Governor-General to appoint or sack ministers and the right to chair cabinet meetings. Prime Ministers can be dismissed if they do not have the support of the cabinet, their party and the people.

The High Court interprets the constitution. The idea of the High Court was taken directly from the American Judicial System. There are seven justices. Much of the Court's time is spent hearing cases on appeal from the Federal Courts or the State Supreme Courts. Over the course of time the High Court has played a large role in giving the Federal government more power.

Credits:

Listed on Teacher Notes - Part Two

Sources

- ***Australia as a Republic***, July 10, 1995, www.reedbooks.com.au/heinemann/hot/republic.html
- ***Australia: Beyond the Outback***, Australian Education Office, 1998
- ***Australia the Republic?***, www.austudies.org/vl/republic/rep.html
- ***Australian Republican Movement***, February 4, 1997, www.republic.org.au/arm/towards.html
- ***Australians for Constitutional Monarchy***, May 30, 1997, www.norepublic.com.au/
- ***Constitutional Convention***, www.dpmc.gov.au/convention/comm3.html
- ***Constitutional Monarchy or Republic?***, Politics and Legal Studies Brief, Parliament House, Canberra
- Grimshaw, Patricia and Marilyn Lake, et. al., ***Creating a Nation 1788-1990***
- Gordon, Harry, ***An Eyewitness History of Australia***
- Molony, John, ***History of Australia***
- ***The Republic Debate***, October 25, 1996, www.dfat.gov.au
- Ritchie, John, ***Australia as Once We Were***
- Shaw, A.G.L. and H.D. Nicolson, ***Australia in the Twentieth Century and Growth and Development in Australia***
- Shiell, Annette and Peter Apearritt, eds., ***Australians and the Monarchy***
- Turnbull, Clive., ***A Concise History of Australia***
- Woolcott, Richard, ***How the Republic Will Make Us Relevant***, The Weekend Australian, October 19-20, 1996, p. 21

Follow-up Activities

1. Using the Australian government website: *http://www.nla.gov.au/oz/gov/* students could research the current status of the republican debate and report to the class on its progress. What is Australian public opinion on the subject and when the question will be brought to a vote?

2. Students may trace the history of the USA's relationship to Great Britain and compare and contrast it to the Australian - British relationship.

Australian Education Office - May be reproduced for educational purposes only

Teacher Notes - Part Two: *Republic - Yes or No?*

Anticipatory Set

Ask students to explain to a partner Australia's relationship to Great Britain. Tell them: "You are an Australian citizen. If you had to vote on whether Australia should become a republic or not, how would you vote?" Have students write their vote down with a list of the pluses and minuses for becoming a republic. Ask them to save this list in their notebooks to refer to later.

Activities

1. Divide the class into pairs and give each pair a set of newspaper headlines cut from Handout #3. Tell the students that these are headlines that have appeared during different time periods. Ask them to read through the headlines and then answer the following questions:

a. In what major events have the Australians been involved?
b. How has Australia's membership in the British Commonwealth impacted on its involvement in major events?
c. When in history does Australia begin to shift its primary focus away from Great Britain?
d. Using historical references, explain what factors may have influenced this shift.
e. Based on the headlines, what is the USA-Australia relationship?

2. Ask the pairs to categorize the headlines as they see relationships develop. Once the pairs have categorized, have them form a group of four and explain their topical arrangements to the other pair.

Transition:
Now that we have seen the evolution of Australia's relationship with Great Britain and the USA we can better understand the debate raging over republic and constitutional monarchy.

3. A. Provide students with copies of Handout #4: Republic - Yes or No? Debate Fact Sheet. After students read and highlight these arguments, then ask the students to remember their role - if they were an Australian citizen how would they vote? They should write down their vote and the reasons why. Have them compare this to their earlier decision. Did they vote differently? How do they account for the change or the lack of the change?

B. Tell the students that they are political cartoonists for the *Sydney Morning Herald*. On a blank sheet of paper they should design a cartoon that illustrates their position on the Republic question and incorporates at least two of the arguments presented for that position. Their cartoon should also have a title. When they are finished drawing their cartoons, have them answer the following questions with a partner:

a. Does Australia have close ties with Great Britain? What events in history have affected those ties?
b. If Australia became a republic, what changes would take place?
c. Australia is part of the British Commonwealth, which includes countries such as Canada, New Zealand, and Nigeria. Are any of these countries republics? Should Australia stay in the Commonwealth if it becomes a republic? Can it stay in as a republic?

Check for Understanding

Draw student names from a hat and ask students to explain how their cartoon illustrates their position and the arguments for that position. In a class discussion refer back to the predictions made at the beginning of the lesson having more knowledge would they modify their predictions?

Credits

"Customs & Excise - Intercolonial travellers", National Library of Australia, from *History of Australia*, Penguin Books, John Molony, 1987.

"The Queenscliff Battery" from the *Australasian Sketcher*, 4 May 1885, LaTrobe Picture Collection, State Library of Victoria, from *A Concise History of Australia*, Thames & Hudson Ltd., Clive Turnbull, 1965.

Australian Education Office May be reproduced for educational purposes only.

Teacher Notes - Part One: *Formation of a Nation*

Anticipatory Set

Activate prior knowledge by brainstorming/reviewing the factors that lead to the formation of a nation, i.e., a well-defined territory, a common language(s), a shared historical experience, strong nationalism. Review case studies already discussed and how the factors influenced those nations' developments, i.e., Italy, Germany, Great Britain, and France. Define concepts of *Federation, Commonwealth, Republic,* and *Nationalism.*

Suggested Definitions

- ***Federation** - the act of forming a union of states by agreement of each member to subordinate its power to that of a central authority in common affairs.*
- ***Commonwealth** - a nation or state where there is self government; democracy or republic, a federation of states such as the Commonwealth of Australia.*
- ***Republic** - a system of government in which citizens who have the right to vote choose their leaders.*
- ***Nationalism** - a feeling of pride for and devotion to one's country*

Activities

1. Explain to the students.... You are a member of a historical foundation that has been hired by a textbook publisher to write a section on the factors that influenced the development of Australia and how Australia's process of self-rule is similar to and different from other nations that had ties to Great Britain. Your publisher (the teacher) has done some background research and has a document packet for you to analyze. In addition, you need to refer to your textbook or independent research on nation formation in other Commonwealth nations.

2. Organize the students into groups representing the historical foundation and distribute Handout #1a: Documents (Teacher selects which documents and may have students read all or some of the documents.) and Handout #1b: Graphic Organizers for Documents. Explain to the students that in their groups they are to:

A. Read the assigned documents and chart the information in the graphic organizer to explain the factors that lead to the formation of the nation of Australia.

B. Discuss the criteria your group will use for making a decision about which factors were most influential in Australia's formation, *i.e., **Maybe a factor that affected the largest number of people from diverse backgrounds might be more significant than a factor that really only influenced a particular state of Australia.***

C. Using the criteria your group established in step B, rank order the influences on Australia's formation as a nation and include a rationale for placing the events in the order you have ranked them.

3. Distribute Handout #2: Compare and Contrast Graphic Organizer to the students. Select two of the following nations: Canada, India, Ireland and the USA. Compare and contrast their struggle for self-rule to that of Australia. Using your textbook and/or outside reading, complete the compare and contrast graphic organizer to organize this information. Answer the following questions when you are finished.

a. Why would these nations have wanted to remain in the British Empire?

b. Why might a nation have desired or continue to desire complete independence?

c. Formulate a hypothesis to explain why the British have allowed a peaceful transition to self-rule in some areas (Australia) and delayed it, causing violent conflict, in other areas?

4. Tell the students that they are to prepare and present to the publisher (the teacher) your group's rank ordering of the influences on Australia's formation and the reasons why you have ordered them in this way. The second part of the presentation should include one of your comparisons and the conclusions you have drawn from this comparison (summary questions). Your presentation should include a visual (chart, graph, cartoon) to assist the publisher in understanding the decisions you have made about how this section of the textbook will be written.

Check for Understanding

Ask each group to present their rank ordering and comparisons and conclusions to the class. Assess their level of understanding and skill in both the content and presentation aspects.

Australian Education Office May be reproduced for educational purposes only

Handout #1a: *Documents*

Introduction ***(all students should read this)***

"Towards the end of the 19th century, Australia was still almost only a name for six separate colonies. True, Australia played test cricket matches against England. There had been intercolonial conferences of trade unions dating from 1879 but not until 1891 was there reasonable representation from all parts of the continent....The premiers of the different colonies had frequently held inter-colonial conferences, and some of them even joined in forming a Federal Council in 1885; but the colonial governments gave it little power.

There had been talk of federation...but no one was deeply interested. So long as poor communications prevented much inter-colonial travel, why should they be?...The colonies - particular New South Wales and Victoria were extremely jealous of one another; to bring them together would be no easy task." (*Growth and Development*, 1966, 241)

What factors led to federation and which were most influential?

Document #1

"First, there was the question of foreign policy. Australians were becoming concerned about foreign countries in the Pacific-the French in New Hebrides, for example. New Caledonia in the nineteenth century was a French penal colony; might not criminals escape from there to Australia? And what about the Germans in New Guinea? To the Australian colonists these were important questions; but the British government did not seem to care about them. Might it not pay more attention to the voice of a federated Australian government? At any rate, many Australians thought so." (*Growth and Development*, 1966, 242)

Document #2

William Lane, a Labor leader, wrote in 1887:

"Our principles are easily declared. They are Australian. Whatever will benefit Australia, that we are for; whatever will harm Australia, that we are against.

We use Australian in its fullest, truest, broadest sense. To us it conveys an idea which we cannot adequately describe; a something far different from a vain and sectional clamor for the right to run amuck among the brawling nations of foreign lands, and to strike for conquests where we cannot rule. The Australian national movement is the setting in of one of those periodic tides which change and alter the whole life of the human race...." (*Growth and Development*, 1966, 242)

Document #3

"...By the term Australian we mean not those who have been merely born in Australia. All men who come to these shores with a clean record and who leave behind them the memory of the class-distinctions and the religious differences of the old world; all men who place the happiness, the prosperity; the advancement of their adopted country before the interests of Imperialism, are Australian." (*Growth and Development*, 1966, 243)

Document #4

"Three-quarters of the total population of 3,750,000 at the turn of the century were Australian-born. With two thirds of that total being residents in New South Wales or Victoria, only one in three of its inhabitants living outside a city or town, Australians, in the main, were urbanites and easterners. Whatever minor differences arose amongst them, they generally shared a dual allegiance to Australia and Britain. Australia, to most, was the land of their birth but Britain was still called 'Home', even by many who had never visited there. Statues of Queen Victoria were common especially after her death in 1901. Little local tradition had been created so in the schools the teaching was necessarily British in content." (Molony, 1987, 184)

Document #5

"The one thing that seemed to be lacking as Australia moved towards the new century was the administrative and political unity it had enjoyed in the days when the Governor of New South Wales was also governor of the whole. An attempt to revive this unity was made in 1851 when Charles Fitzroy was appointed Governor-General of all Queen Victoria's Australian possessions. The position had lapsed by 1856, but the idea of unity was taken up subsequently by some to whom colonies were unwholesome divisions. The differing fiscal policies created friction, especially between New South Wales, South Australia and Victoria, and local jealousies based on political factors negated any steps towards bringing the colonies under one government." (Molony, 1987, 185)

Australian Education Office May be reproduced for educational purposes only

Handout #1a: *cont.*

Document #6

"In the end, as we have seen, the draft constitution was approved in referenda in every Colony, although without compulsory voting less than sixty percent of the electors bothered to vote at all; there were plenty who remained quite indifferent, and only in Victoria did more than half the electorate actually vote "Yes". Still the majority of those who voted were in favor, and that was enough. A delegation took the draft to Great Britain and the British Parliament passed the Commonwealth of Australia Act in good time for the new Commonwealth to come into existence on 1st January 1901." (*Growth and Development*, 1966, 249)

Document #7

As one politician proposed,

"As a true federationist, I believe that the only federation that can be effective is a federation of the manhood of Australia – a truly representative federation. It is not a question of federating acres and wealth; it is a question of federating the spirit of the manhood of Australia, and that is what we should seek to do.

Another politician said,

I know that numbers of women have taken part in this movement, and when we are speaking in terms of praise of the efforts made by the young men of the colony, we should not overlook their sisters, and, perhaps, also their mothers." (Grimshaw, Lake, et. al., 1994, 192-3)

Document #8

	Developments	**Needs**
1880's	Telephone	Postal Service
1836	Regular steam ship service	Immigration Policy
1872	Telegraph link between Australia and London	Settlement of debate Free Trade vs. Protection rivalry
1883	Sydney – Melbourne railroad link	Settlement of differential rail freight charges
1890	Silent films and the wireless	Temper effects of strikes, banking crisis and economic depression

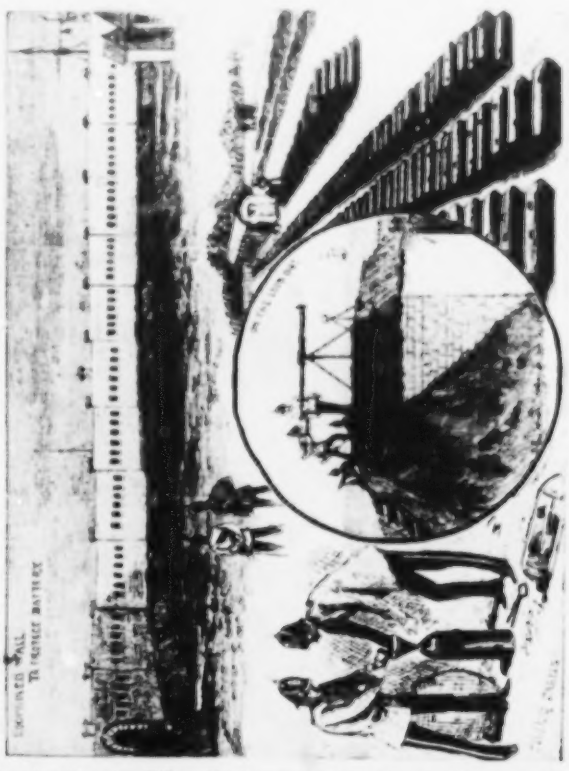
Document #9

"Customs & Excise – Intercolonial Travellers"

National Library of Australia

Document #10

"The Queenscliffe Battery" from the *Australasian Sketcher*, 4 May 1885



La Trobe Picture Collection, State Library of Victoria

Australian Education Office May be reproduced for educational purposes only

Handout #1b: *Graphic Organizer for Documents*

Factors	Document 1	Document 2	Document 3	Document 4	Document 5	Document 6
Political						
Economic						
Social						
Cultural						
Nationalism						
Other						

Handout #2: *Compare & Contrast Graphic Organizer*

Countries to be Compared

Characteristics of the Countries	#1	#2	#3	
#1				Similarities Differences
#2				Similarities Differences
#3				Similarities Differences
#4				Similarities Differences

Australian Education Office May be reproduced for educational purposes only

Handout #3: *Republic - Yes or No? Newspaper Headline*

(photocopy then cut into strips)

1900 'Banjo' Patterson, with the New South Wales Mounted Rifles, chases the Boers

1902 New Commonwealth Emphasizes Britishness as Much as Australianness of Australia

1914 Australia Enters the War and Captures German New Guinea

1915 Under a Bright Half-Moon, the Australians Land at Gallipoli

1916 Young Diggers Move into Line for the First Time on the Western Front

1930 Amy Johnson Becomes the First Woman to Fly from Britain to Australia

1939 Australians Agree – Since Britain is at War, So are We!

1941 Australian Troops Push Westward and Capture Benghazi

1941 United Kingdom Faces Problems, Australia Looks to the United States

1941 Three Grevious Blows: The Warships *Sydney*, *Perth* and *Yarra* are Lost

1942 American Troops Pour into Australia

1965 Australia Follows the United States into a Punishing War in Vietnam

1966 Vietnam Brings the First Death of an Australian Conscript on Service Abroad

Australian Education Office May be reproduced for educational purposes only

Handout #4: *Republic - Yes or No? Debate Fact Sheet*

Introduction

The call for an Australian republic has a long history which began in the late 19th century, gathered force in the 1960s and eventually was turned into a political movement in 1991 with the establishment of the Australian Republican Movement. The issue behind the movement is the fact that although Australia is independent it still maintains constitutional links with Great Britain. Queen Elizabeth II, formally Queen of Australia, is represented by a Governor General and six state governors appointed on the advice of the Commonwealth government and the State governments. Essentially, an Australian Head of State would replace the office and functions of the Governor General. All other institutions of Australian government would remain the same.

There was a constitutional convention that met at Canberra in February 1998. The convention considered three questions: 1. Whether or not Australia should become a republic; 2. Which republican model should be put to voters to consider against the current system; and 3. In what time frame and under what circumstances might any change by considered. The results were that the convention supports, in principle, the adoption of a republican system of government and recommends specific changes to the constitution.

Yes	No
Australia's Head of State should be an Australian.	This would cost a lot. The president of an Australian republic would spend a lot and travel a lot more.
Australia should become a republic by 2001.	There would be increased campaign costs. A campaign would cost $45 million each election.
Australia is making its own way in the world — having a British monarch as head of State is anomalous.	Australian governments have more pressing problems to deal with and an elected president would threaten Australian democracy.
This is not a rejection of the British — there is still a great deal of respect for all things British.	We have, de facto, an Australian Head of State because recent Governor-Generals have all been Australian.
Reading the Australian Constitution assumes the monarch's role is central — in fact it is a very limited role.	No weakness in the constitution would be cured by becoming a republic.
We are in a small minority of nations in having a head of state that is not one of our own citizens.	No material benefit would be derived.
We would retain the name "Commonweath of Australia".	The only advantages are symbolic ones.
Elements of British monarchy are contrary to Australian values. The monarch occupies the throne on basis of heredity, must be Anglican, and there is a preference for males over females.	Constitutional monarchies have proved in practice to be a more successful form of government than has republicanism.

Australian Education Office May be reproduced for educational purposes only

Handout #4: *cont.*

Yes

While not an urgent priority we should not become complacent about our nation.

Australia needs a clearer focus of national identity due to its multiethnic, settler culture.

An authentic Australian Head of State would promote Australian products which is necessary in a region that is growing more rapidly economically than Australia.

There is a feeling of incomplete sovereignty in world organizations like the U.N.

A republic says that Australia is not defined by race or religion or cultural background but by its commitment to this land above all other.

In a democratic society, the Head of State should be chosen on merit rather than birthright.

No

The office of the president would be become too political.

The boundaries between the 3 branches of government have already become blurred and the new proposal would break down the separation even further.

The Governor General can and has dismissed the Prime Mimister. The Queen of Australia cannot. Both are above party politics.

The President of a republic will be a politician and will wear the colors of one of the parties. This could lead to unstable governments as power struggles develop between a political president and a political prime minister.

A republic will put at risk what we now enjoy: our political stability, our national unity, our flag, and our national anthem.

Australian Education Office. May be reproduced for educational purposes only.

Dear Educator:

Thank you for your interest in Australia and this History Unit. This package is designed to provide you with ready-made, stand alone lessons that examine Australia as an aspect of world history. The first question many of you may ask is why Australia? Is the study of Australia relevant to our study of the world and our common heritage? After all, it is isolated, sparsely populated and has a brief recorded history. But it is these very characteristics that makes the study of Australia valuable. Australia's unique geographic characteristics and history serve as a useful case study of key global concepts. The study of the Neolithic period, the Age of Discovery, nationalism, and 20th century global problems have all been chosen as episodes in which Australia's case is an instructive model.

For example, an analysis of Australia in the Age of Discovery brings in all the major players of the period within its own microcosm. Interestingly, Australia is the only continent whose discovery was fully documented. Its gradual discovery took place during a period when people began keeping accurate records leaving us a wealth of primary resources for our analysis. Indeed, much of what we learn about Australia comes from first hand observations.

In many ways Australia stands as a bridge between the past and present; a modern society built within the last 200 years directly on top of the last great link to our hunter-gatherer past. Many faces will emerge as your students examine Australia's history and identity: the Aboriginal past, the European settlement, the creation of a new nationality, and its changing ties to the Pacific rim, the United States and Europe. Australia is still evolving, and a study of its people and history reveals the conflict Australia feels between developed and developing status and Western and Asian ties.

A final point of value in the study of Australia is the historical parallel between Australia and the United States. Both are large countries, colonized by Europeans, who cleared vast wildernesses to build modern, wealthy nations in recent times. It may interest American students to know that Australian history displays many of the same triumphs-and-bitter tragedies as their own. This may help them to see American history as well as Australian history within the same global context. In the end, Australia shows us as Americans that we all share the same global heritage, and not just western heritage.

The Australian Education Office would like to thank Mr. John Waldron for writing lessons one and two, and Ms. Tamara Lipke for writing lessons three and four. We would also like to extend our appreciation to Ms. Jan Lutterbein who reviewed the lessons, Ms. Jill Indyk (Director, Cultural Affairs, Embassy of Australia, Washington, DC), the staff at the Australian Embassy Library in Washington, DC, and the publishers, museums and libraries who granted permission to use their material.

We hope that you find these lessons useful. Please provide us with feedback by completing and returning the questionnaire on the back of this introduction.

John Wells
Executive Director

Lisa Murphy
Australian Studies Officer
Project Manager

Carri Kendrick
Senior Program Associate
Layout & Design

Questionnaire

This is the first Series of its kind and so your input is needed and appreciated.
Please respond at your earlier convenience. Thank you.

Did you teach about Australia before receiving this curriculum? ☐ Yes ☐ No

If yes, what subjects(s) did you teach?
(For example, history, literature, geography, etc.)

_____

_____

If no, why not?
(For example, no resources, not enough time, no interest, no curriculum, etc.)

_____

_____

Which Lessons did you use?

☐ One ☐ Three ☐ None

☐ Two ☐ Four ☐ Created my own using these lessons as the basis.

Did you find the Teacher Introduction comprehensive? ☐ Yes ☐ No

Did you find the Historical Background comprehensive and relevant? ☐ Yes ☐ No

Did you find the Teacher Notes user friendly? ☐ Yes ☐ No

Did you find the Student Handouts user friendly? ☐ Yes ☐ No

What other subjects on Australia would you like to see developed?
(For example, literature, environment, geography, more history, etc.)

_____

_____

Which materials on Australia would you purchase?

☐ Lesson Plans ☐ CD Roms ☐ Maps / Classroom Decor

☐ Videos ☐ Slides ☐ _____

Comments & Suggestions:

_____

_____

_____

Please send this form to:
Lisa Murphy
Australian Education Office
1601 Massachusetts Avenue, NW
Washington, DC 20036

Or fax the information to: (202) 332-8304
Or email the information to: lisa@austudies.org